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# HOW TO TEACH PHONICS

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M. L. D.



## EDITOR'S INTRODUCTION

WE are pleased to present an excellent small volume on the teaching of phonics, one which will commend itself for its scientific inclusiveness, its sanity of view, and its richness of practical suggestion. Primary teachers, supervisors, and instructors in the theory of teaching will find it singularly free from the special faddishness of systems of teaching phonics based upon extreme or partial ideas of the nature of the human mind beginning to read. By these we have been dominated since the seventeenth century. For two centuries our schoolmasters and schoolmistresses went from one partial plan to another; but they went in company and as a whole profession. With the latter half of the nineteenth century and the earlier part of the twentieth century, we divided into camps, each devoted to some special plan of teaching children to pronounce words and gain their meaning. Among the warring camps there was much controversy and little solution, much faith and little science. Experiment and comparison now lead us into a better evaluation of specific methods for teaching

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reading and into a more inclusive view of meritorious ways and means which may be used in combination. Ours is a propitious period.

For the good part of two centuries the American teacher gave phonics too large a place in training beginners to read. Then, suffering the usual reaction from extremity, phonics have been too much ignored, or given too slight a place. In the rediscovery of the great importance of meaning or sense in the mastery of the printed page — that is, with the coming of word, phrase, and sentence methods of teaching children to read — the analysis of words into units of sound and print was largely cast out of conscious practice and left to the haphazard ingenuities of the child. More recently, the teacher's important social discovery, that most adults finally do practically all of their reading silently and not orally, has led to a new subordination of oral reading in the school. And as phonetic methods have been associated chiefly with oral reading, their use has suffered another diminution.

We are about to swing back again, not to any old extreme, but to the position, important but subordinate, which phonics ought to have in the teaching of reading in the first two or three years

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of school life. The true position which phonic work should occupy in teaching beginners to read cannot be simply and briefly stated. It presents a somewhat complicated problem. But a few considerations will help our understanding.

- (1) The associations made by an effective reader are quite numerous, but an exceedingly simplified statement would include three:

- a. The sound or pronunciation of the word.
- b. Its look or printed form.
- c. Its particular meaning in the reading context presented.

Obviously all three of these must be closely associated.

- (2) Long before the child comes to the printed book, he has acquired a certain stock of words in their oral form with which are connected the meanings which experience has given them. With such meanings and pronunciations, the printed symbol is not associated.
- (3) The simplest reading for the beginner would be that material the words of which are already well established within the experience and oral vocabulary of the

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child. The printed words themselves, however familiar as units, might convey a novel combination or new experience, and it is better for interest if they do! At this stage the reading vocabulary moves from zero toward a closer and closer approximation of the child's oral working vocabulary.

- (4) The most rapid method of finding the appropriate meaning for such printed words is to give them their familiar pronunciation, for their meaning, by indirect association through pronunciation, becomes connected with print. Thus, pronunciation or phonic rendition is the connecting link between printed symbols and familiar experience. Here is where phonic work in the broad sense enters.
- (5) The defect of old phonetic methods was a certain tardiness in giving directly the already familiar pronunciation of the word or phrase. They began with letters and their combinations, and built up only an approximately correct sound, which might or might not identify the word with a familiar spoken word and its meaning. It was logical and synthetic, but dull, mechanical, and formal, wearying the

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child with too much preliminary travail. The new method, glorying in significant meanings, goes direct to sight words, phrases, and sentences, and identifies them as wholes with known speech and experience. With these the child could begin to read the simple and familiar things with a quickened confidence.

- (6) Soon, however, it becomes a matter of economy to the child, and to the teacher as well, to cease memorizing the sound of sight words, for this must be done steadily and carefully in the presence of the teacher, and to begin to discover for himself a way to get the correct pronunciations of the print before him. This, too, will require some careful direction and supervision by the teacher, but it soon becomes an independent power. The same initial letter is readily recognized in new words. Familiar words are seen as parts of new and larger words. Parts of one word are seen in many other words and by analogy given the same pronunciation. Thus, a natural word analysis begins, and by the law of analogy the same old sound is given to the same old letter forms in new places. The

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expansion and direction of such natural analysis is phonetic work in the technical sense. It gives the child his first independent power to give right sounds or pronunciations to new and unfamiliar print, and to connect it with familiar speech and meaning. And so long as the reading content is within his experience, such phonic work will lead to genuinely thoughtful reading and not end merely with a formal separation of print into its mechanical parts and a parrot-like rendition of sounds.

- (7) The greatest dangers of phonic work start when the printed vocabulary begins to include words not in the spoken language of the pupil. Now phonics may still give the right pronunciation of print, but the pronunciation will lead to no already associated meaning. Then, indeed, must the context itself give meaning, or the teacher provide it with an immediate experience in the classroom, watchfully checking with a question that calls for action or other response.

With the above facts in mind, one can perhaps sense broadly the functions, the strengths, and



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the limitations of phonic work at various stages in the development of the young mind trying to read. The practical details of procedure, with the scientific and common-sense grounds for their use, are left to the author to present in the monograph which follows.



# HOW TO TEACH PHONICS

## I

### GENERAL SURVEY OF THE SUBJECT

#### PURPOSES OF PHONICS

#### *Organization of the book*

MANY systems of phonics have been developed which have been directly related to a given set of readers. In some systems the reading books appear to have been made to accord with a pre-determined classification of the phonic elements used. In other cases the phonic system has been prepared to help in the use of a particular book. When this is done, the choice of the phonic elements to be used, as well as the order of their presentation, is dependent on the vocabulary of the book for which the system is prepared. This book has been prepared with the common reading vocabulary of many books in mind, so that it may easily be used with any reading book suitable for beginners and with later books satisfactory for the primary grades. The character

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of the discussion is general so that it is applicable in a variety of situations. The classification of the word lists (pp. 65-84) also makes such use possible. Words related in sound are placed together so as to make it possible to use them economically. It is also possible for the teacher to choose for use the lists which best prepare for the book she is using. Both the general application of the principles and the flexibility of the material for use make it possible to adapt the work here discussed to any reading book in use.

### *Amount of training recommended*

There has been a tendency in the past so to emphasize the teaching of phonics as to make it appear that it was the chief aim instead of the teaching of reading. The reaction to such over-emphasis has resulted in the elimination of the teaching of phonics from some curricula. It is the purpose of this book to suggest a middle course, giving a minimum amount of training consistent with efficiency.

### *Relation of phonics to thought-getting*

The importance of relating the phonic work to the thought-getting process needs especial emphasis because the nature of the material

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makes it easy to give undue prominence to the mechanical features. Throughout this course we have attempted to emphasize the close relationship between the use of phonics and thought-getting. We depend largely upon this feature to lead the children to recognize the value of the use of phonics as they are learning to use such analysis.

### *Phonics as a means, not as an end*

It must be recognized that a phonic method is not a reading method. Children may acquire skill in the use of symbols for deciphering words far beyond their understanding. When this is done, the reading is likely to be a purely mechanical process. While we glibly recite, "Reading is getting thought from the printed page," it is in danger under such a method of degenerating into *word* reading with lack of appreciation of the connected thought of the selection.

Our aim is not primarily to teach a system of phonics, but to teach children to read. As a means for accomplishing this end, phonics has a definite and important place in the primary grades. We shall try to show what this place is by discussion and illustration throughout the book. Briefly stated, it is to help the child to

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independence in reading by giving him a systematic method of attacking words which present difficulties and preventing the confusion that results from lack of ability to analyze the words effectively. As an end in itself, phonics has no place in the schoolroom. We are not developing linguistic acrobats, and no amount of such skill *alone* will result in efficient reading.

### *Summary*

The purposes of the book may be summarized as follows:

1. To supply a system of phonics useful with any reading book.
2. To provide for a minimum amount of phonic training consistent with efficiency.
3. To relate the work in phonic analysis directly to the thought-getting process.
4. To help the teacher so to present the material that the children will recognize the practical value of its use.

### THE NEED FOR TEACHING PHONICS

The question as to whether phonics should, or should not, be taught has been bandied about a good deal for several years. It is interesting to discover what the child's own position with



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regard to the question is. Three facts of importance may be considered with regard to their bearing on the situation.

### *Children do analyze*

Children use analysis spontaneously when they meet difficulties. The following examples show this. The child who told another that she could remember *high* because of the two "high" letters in it was analyzing. She also knew *oak* "because it says *o* and *k*" (sounded) without regard to the silent *a*. A child frequently confused *bough* and *branch* until she finally "looked for *an*" and gave the word correctly according to its presence or absence. Another child in a class where *Betty* and *Bobby* were frequently confused was always right. She explained voluntarily, "I always know it by that," indicating the cross on the *tt*'s in *Betty*. Another child then volunteered, "I know *Bobby* by that," indicating the *o*. Neither child knew the letters. A five-year-old learning to read at home, with no help except what was asked for, said about a word she did not know, "It's just like *play* except the last part." The word was *place*. Being told that the last said *c* (sounded), she read without trouble. Even cruder forms of analysis than

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these are frequently found in the early reading work before any analysis has been suggested to the children.

### *Children must analyze*

1. It seems apparent without argument that, when a child's sight vocabulary contains such words as *can, cat, mat, may, day, man, bat, bad, had, has*, the child must analyze to the extent of picking out the element which distinguishes the word he sees from similar words. Children often confuse *boy* and *dog* because of their similar appearance when printed. Here analysis is necessary.

2. Children make mistakes which a small amount of analysis would prevent. The following instances of miscalling words where the connection is one of thought without regard to sight or sound elements, will illustrate this:

| <i>Word seen</i> | <i>Word given</i> | <i>Word seen</i> | <i>Word given</i> |
|------------------|-------------------|------------------|-------------------|
| barn             | shed              | man              | papa              |
| mittens          | gloves            | cat              | kitty             |
| cart             | wagon             | fox              | bear or wolf      |
| crow             | blackbird         | clam             | oyster            |

### *Some phonic training is essential*

While there is still some controversy on the

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subject, the need for some type of training in analysis of words is pretty generally recognized at the present time. The chief points of difference of opinion are: (1) when shall this training be given; (2) the nature and amount of such training. The generally accepted conclusions have been recently stated by some of our prominent educators. Dr. Judd <sup>1</sup> says: "Analysis of words cannot be omitted from any complete training of pupils. The experience of schools in this matter is unequivocal . . . sooner or later he [the child] must make analyses, and then he will be greatly helped if he has been trained in systematic methods."

In discussing the "periods of confusion" shown in records of eye-movements of poor readers, Dr. Judd <sup>2</sup> says: "Unless the school trains the pupil to work out his words systematically, he will do it badly and will exhibit confusion. Confusion can be cured only by some method which teaches analysis of visual elements and an association of these visual elements with recognition on the one hand and pronunciation on the other. . . . If a child is going to be distracted in

<sup>1</sup> Judd, Charles Hubbard. *Reading: Its Nature and Development*, p. 141. Chicago, Illinois: University of Chicago Press. 1918.

<sup>2</sup> *Ibid.*, pp. 60-65 *passim*.

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his efforts to recognize words, we may as well anticipate the difficulty and distract him to some purpose while we teach him to master distractions. Training a child in the mastery of words may very properly be described as training him in the mechanics of reading. . . . Mechanics are only justified when they contribute to the final fluent recognition of words."

Dr. Gray<sup>1</sup> says: "The justification for such training [training in word analysis] lies in the fact that the child frequently encounters groups of words which he cannot readily recognize. There is common agreement that the child must learn to recognize as large units as he can. . . . But in addition he must know how to analyze words when he needs to do so."

Dr. Freeman<sup>2</sup> gives as his opinion on this subject: "Some amount of phonic training is undoubtedly of value in helping the child both to analyze the spoken words into their sounds and to make the associations between the sound and the letter which it represents. This prevents a waste of time and leads to an earlier formation of the association than would occur if the associa-

<sup>1</sup> Gray, William Scott. *Elementary School Journal*, vol. xix, pp. 511, 512. Chicago, Illinois: University of Chicago.

<sup>2</sup> Freeman, Frank Nugent. *The Psychology of the Common Branches*, p. 79. Boston: Houghton Mifflin Company. 1916.

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tion were made wholly by the incidental method. The need for making [this association] becomes prominent when the child meets new words. . . .”

Professor Parker<sup>1</sup> reports: “. . . Pupils who have not had training in independent word analysis prove to be, on the average, much more inaccurate in their reading than pupils who have had this training. . . . The effective mastery of phonetic tools and analysis cannot be left to the haphazard effort of inexperienced, unskilled teachers. Just as in the teaching of handwriting and spelling, we need ready-made scientifically constructed systems.”

### DEFINITION OF TERMS

The term *phonogram* stands, in this book, for any representation by one or more letters of a sound or group of sounds taught together. Three classes of phonograms are distinguished for convenience:

1. The *letter phonogram*, which always consists of a single consonant.
2. The *word phonogram*, which is any word learned as a sight word and later used as a

<sup>1</sup> Parker, Samuel Chester. *Types of Elementary Teaching and Learning, including Practical Technique and Scientific Evidence*, pp. 117, 119. Boston: Ginn & Company. 1923.

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phonic constituent in a new word, or any word learned phonically which is used as a whole in a more complex word.

3. The *compound phonogram*, which is any group of letters not by themselves making a word, which form a phonic unit in the study of new words. Illustrations are: combinations of consonants; as, *bl*, *spr*, *gr*, *st*, *str*, *th*, etc.; combinations of one or more vowels with one or more consonants; as, *ing*, *ight*, *ean*, *eed*, etc. combinations of vowels in diphthong; as, *oi*, *oy*, *ou*, etc.

The classes designated 2 and 3 are commonly called "families," and may be so called, but it is desirable from the viewpoint of the teacher to hold in mind the distinction between words which have been learned, and combinations which, having no meaning in themselves, may be of value to the children when it is necessary to analyze a new word to discover what it is. Many of class 3 can be derived from class 2 in such a way as to lessen the amount of drill necessary, and materially to lessen the number of distinct phonograms drilled upon, by grouping these together. For example: from *at*, *am*, *an*, can be derived *ag*, *ap*, *ad*. This is more fully discussed in the next section.

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The term *phonic word chart*, sometimes abbreviated to *phonic chart*, is used to designate the charts made from words given by the children as later described and which are the basis of many games and drills. These charts are fully discussed as to origin, construction, and use in later sections.

### SUBJECT-MATTER FOR DRILL

The subject-matter for drill in phonics should be chosen with the purpose of giving meaning to the work at once and having the children as soon as possible gain the ability to use larger units in their analysis.

#### *Study consonants first*

The study of consonants comes first. There cannot be too much emphasis on the importance of deriving these from words known to the children, and there should be very little if any drill on the isolated consonants. Because of the impossibility of sounding most of the consonants without an accompanying vowel sound, it is best to use for drill such devices as those given in the chapter on "Games and Other Drill Devices" which give the drill in connection with words which have meaning for the child. The words to



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be used for this drill should be those which the children themselves give, supplemented if necessary by those for which they will soon have use. These latter may often be obtained from the children by a question or suggestion, so that the whole list may really be the children's own. For example, if the children have given *sing*, *ring*, *wing*, the suggestion may be, "What do you like to do at recess?" (swing).

### *Drill on isolated vowels is not necessary*

Since the vowels have no constant value — the sound being determined by the location of the vowel in the word and by the surrounding letters — it is unnecessary and undesirable to give any drill on the isolated vowels.

### *Drill on "families" important*

It will be seen, then, that the type of subject-matter occupying the chief place in drill work is the combination of consonants and vowels called "families." The distinction between those which are sight words and those which in themselves are without meaning has been discussed elsewhere. Those which can be directly built upon sight words or which come through analysis of several like words — as, *at* from *cat*, *rat*, *fat*,

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etc. — should be developed first and used for drill. With these should be associated others which can be derived from them so that the children associate many like ones. In this way they come, unconsciously, to the recognition of a given element whenever found in a word, or in a new combination of letters where the vowel has the same value. The use of this method avoids the learning of a large number of isolated phonograms, as is frequently done. For example, having used *at*, *am*, *an*, the child should be given *ag*, *ad*, *ap*, as related to them. This may be done somewhat as follows: Give *cat*, *can*, then *cap*; *rat*, *ran*, *ram*, then *rag*; *bat*, then *bad* and *bag*. Then ask the children to give other words that sound like *bad*; like *cap*; like *rag*. Use lists obtained in this way in many games and drills having thought significance for the children. Other groups to be used in the same way are:

From *it*, *is*, *in*, *ill*, *if*, can be developed *ig*, *im*, *id*, *ip*.

From *eat*, *each*, *ear*, can be developed *ead*, *eak*, *eal*, *ean*,  
*eam*, *eap*.

From *on*, *not*, can be developed *og*, *od*, *op*, *ob*.

From *us*, *up*, can be developed *ud*, *ug*, *um*, *un*, *ut*.

Suggestions as to preparations of word lists are given in a later paragraph. As the phonic word charts accumulate, charts emphasizing particu-

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lar elements should be selected for each day. One day all the charts used may give drill on initial consonants. On other days the charts may give drill on a particular group of families as suggested above; for example, charts having the families *eat, each, ear, ean*, etc., may be used; or the drill may be on a group that will emphasize the vowel sound as the charts based on *at, it, et, ot, ut*. It is only by varying the work in these ways and giving the child experience with the same sounds in many different situations that success will be achieved in giving the child independence in his use of analysis.

The Word List at the close of the book has been classified with the idea of helping the teacher in organizing the type of drill recommended. The lists include the phonic words from two studies, one of ten first readers<sup>1</sup> and the other of ten primers.<sup>2</sup> Lists are arranged using those words built on short words, as, *an, man, can*, and, directly associated with these lists, other word

<sup>1</sup> Packer, J. S. *The Vocabulary of Ten First Readers*. (In *Twentieth Yearbook of the National Society for the Study of Education*, Part II.) Bloomington, Illinois: Public School Publishing Company. 1921.

<sup>2</sup> Jones, Robinson G. *The Jones Scale for Reading*. Published and sold by R. G. Jones, 18,178 Clifton Boulevard, Lakewood, Ohio.

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families where the same vowel value exists associated with other consonants, as, *bag, flag, rag*, etc. Fuller discussion of the use of the word lists is given in Chapter II. After this early work has become familiar, certain phonograms, which are of use because of the number of words in which they appear, may be derived from known words even though the part so separated does not make a word. An illustration of this is *ay* from *day, may*, or some other known word. No such unit should be used for drill which will not be used by the children in enough words to make the drill worth while.

### *Words for drill should be interesting*

It is not intended that the words in the list should be used as drill lists. Because these are words which do appear in the child's vocabulary, it is probable that most of them will be given by the children. The list is intended for a reference to help the teacher to check the work she is giving, to suggest words that may be needed by the children in their reading, and to help with the classification of words for efficient drill. Words given by the children should not be rejected because they do not appear in these lists, but the teacher should be careful about introducing words

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which are not within the child's understanding. Certain of the groups in the Word List have special uses which are discussed elsewhere in the book.

### PREPARATION OF MATERIALS

#### *The teacher should have a printing set*

The modern primary schoolroom is not complete without a small printing set with which the teacher can prepare much material of immediate interest and especially adapted to the needs of the children. The sets of rubber type on wooden blocks with letters three fourths inch high are satisfactory. Such "printers" can be secured from Milton Bradley Company, or their representatives; from J. C. Latta Company, Inc.; from the Northwestern School Supply Company; or from other firms dealing in school supplies. Every primary teacher should have the use of such a printer. One of its many uses is for making phonogram cards and phonic word charts.

#### *Preparation of cards*

The best paper for this purpose is manila tag board which can be purchased in large sheets from most printshops and cut into strips of the desired size. Two inches wide and four inches

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long is a convenient size for the phonogram words. In printing phonogram cards it is best to print all initial sounds at the right-hand side of the card so that when the card is placed before another phonogram to make a word, the spacing will be natural — sa t. Word-endings should be placed at the left-hand side of the card for natural combination with initial sounds — p l a y i n g. As word lists are developed, they should

be printed on long strips of tag board, about seven by twenty inches, allowing room for the words first given by the children and for addition of words later suggested. Suppose the five words on the phonic word chart have been given the

|     |
|-----|
| an  |
| man |
| pan |
| ran |
| tan |

first day. At later times when this list is used, such words as *plan*, *plants*, *branch*, may be suggested. These words should then be added to the list on the chart. Suggestions as to ways of leading the children to give

words to add to the list on the chart are given in Chapter V. These charts are the ones referred to as *phonic word charts*.

## II

### PHONICS IN THE FIRST GRADE

THERE are three phases to phonic work; training the ear to recognize sounds; training the voice to give them; training the eye to recognize and interpret their symbols. The first two should precede the third.

#### *Informal phonic training*

Ear and voice training may begin informally before the child has begun to analyze so as to recognize the separate elements of the words he sees. This may be done in connection with Mother Goose rhymes. The rhyming words may be used, but the use of the initial sounds will be more immediately productive and the children are just as likely to suggest initial likenesses as final likenesses. For example, the rhyme, "Sing a song of sixpence," may be used. "What words sound alike?" — *sing, song, sixpence*. "Do you know others that sound like these?" The children may give *see, say, some, sit*. If they do not respond, repeat the words from the rhyme, slightly prolonging the initial sound for emphasis



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and give one other word that is like them, calling attention to it by repetition until some child gives another word. As soon as they get the idea, they will give words quickly. "Jack and Jill" may give *jump, just, jelly, jam*, etc. Other rhymes that can be used in this way are given at the end of this chapter. Such work should be largely incidental and in the form of a game. The teacher should study the speech difficulties of her children and use this method of overcoming them. The child who uses *th* for *s* will profit by the rhyme "Sing a song of sixpence." Those who use *t* for *c* will be helped by such a rhyme as

Boys and girls, come out to play,  
The sun does shine as bright as day.  
Come with a whoop, come with a call,  
Come with a good-will or come not at all.

This preliminary informal training should be directed largely toward the correction of speech defects and should be given to small groups as it is needed.

### *Formal phonic training*

In the third phase of phonic work, training the eye to recognize symbols, it is necessary to give formal phonic training. Formal training in

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phonics should be begun as soon as a sufficient stock of sight words has been learned to make it necessary for the child to analyze so as to distinguish word units. Known sight words should always be the basis for this work. The ear and voice training are continued as found necessary, but the greater amount of time is now given to the third phase of phonics.

### *First lessons*

The sound of *s* is a good one to begin with because it is immediately useful in many ways. Recall the rhyme, "Sing a song of sixpence." As the children give words beginning with *s*, write them in a column on the board. Then say, "Listen as we say these and see what part sounds the same in all." "Yes, the first part." "Do you see any part that looks the same?" "Yes, the first part." "What does it say?" "*s*" (sounded) "Here it is on a card. What does it say?" "Can you give any other words that begin like this?" Later print the words that the children give on charts as described in the discussion on preparation of materials. Show this chart at the next period and let the children use it as they would a list on the board, naming the words and playing games with them.

## PHONICS IN THE FIRST GRADE

In the second lesson review the words given the day before, presenting them on the phonic chart. Then, referring to a list on the board, say, "Here are some words we know." (Use only words the children know — *at, and, it, eat, am, end, ill, all.*) "Let us say them." "Now I will put *s* (sounded) before each" — *sat*. (Cover the *s*.) Have the children give *at*. (Uncover and have them give *sat*.) In the same way give them *and, sand; it, sit; eat, seat; etc.*, using only words they know. Do not have the parts given separately and "blended." Introduce a game somewhat as follows: "We will play a guessing game. I think of a word on our list that makes me think of what you did when you came in this morning." Child asks, "Is it *sat*?" (pointing to the word). "Yes, it is *sat*." "I think of a word that tells where you sat." Child (pointing to word), "Is it *seat*?" "Yes, it is *seat*." As soon as the children become accustomed to the game, they can take the initiative in defining the words. From the first we shall emphasize games and drill devices which lead the child to associate meaning with the use of phonics.

Give *m* as the second sound. Ask, "What did you drink for breakfast this morning, John?" J.: "Milk." "How many had milk?" "Mary,

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who gave you your milk?" M.: "My mother."  
"Listen, children, and see if you can tell me what words sound alike in this, '*Mary's mother gave her milk.*'" "Yes, *Mary's mother.*" "Is there any other word that sounds like them?" Repeat the sentence if necessary. "I will write them here" (in column). "Do they look alike?" "Can you tell any other words that sound like these?" The children may give *man, melt, mat, meat, met*. Make a list on the board of the words the children give. If there are too many for the chart, select the most useful ones for printing for later use. Have the letter card printed 

|   |
|---|
| m |
|---|

 to show after the sound has been introduced as was suggested with the *s*.

### *First formal analysis*

Now the first formal analysis comes. Write on the board a number of words beginning with *s* and a number beginning with *m*, not in columns, and use some simple devices for drill. Two kinds of drill may be given, drill involving individual children where each child is given an opportunity to take part, and drill where two children compete or where one directs others. The following classification gives suggestions for directions to be given to the children. All drill should be

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rapid. In the "individual work" there should be a change of child often, and the attention of all should be held to see if the direction is correctly followed. At times the child who is ready first may be the one to respond, but, unless the class is very even in ability, this is likely to result in the most drill for those who need it least.

### *Directions to be given to children*

#### 1. For individual work:

- a. "Point to a word that begins with *s*."  
"One that begins with *m*."
- b. "Point to all the words that begin with *s*." "All that begin with *m*." (In this connection never call *s*, *es*, nor *m*, *em*, but give the sound of each.)
- c. "Erase a word that begins with *s*."  
"Erase a word that begins with *m*."
- d. "Draw a line under three words that begin with *m*." "With *s*."

#### 2. For group or coöperative work:

- a. Having the same number of *s* and *m* words on the board, not in columns, give one child a red and one child a yellow crayon. One should underline all the *m* words and one all the *s* words and see which finishes first.

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- b. Using different colors of chalk, see which child can underline the most *m* words, etc.

Many drill devices and games are given in the chapter on "Games and Other Drill Devices," and selections from these should be used as they suit the needs of the class. This work requires much drill, and the devices must be changed often to hold the attention.

As word lists are built up for the sounds, they should be printed so that a chart for each phonogram will be available at any time for drill. These phonic word charts can be used again and again for drill exercises and games, and so continue useful as long as the class needs drill on these sounds.

### *Presentation of other consonants*

The other consonants should be taken up in the same way in the following order — *f, t, n, p, l, b, v, w, r, d, h, j, k*. While this order is satisfactory, it may be changed if there is reason for another order. If words from which certain sounds can be readily derived are learned, these sounds should be used instead of unnaturally forcing an analysis for the sake of holding to the order suggested.

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### *Reasons for beginning with the sounds of the consonants*

The reasons for beginning with the sounds of the consonants are:

- a. The sounds of the consonants given above are always the same when they are initial sounds. That is, as initial letters these symbols have a constant value and the sounds are mastered for life. The consonant *c* should be left until later and taught as having the sound of *k*, as it occurs so with most of the words with which the children are likely to come in contact. With *g* the hard sound (as in *get*) should be given for the same reason. The letters *x*, *y*, and *z* are not taught in the first grade, as they are not used often enough to make it worth while to spend much time on them, and *q* is taught in association with *u* (*qu*) in connection with the combinations *fr*, *bl*, etc.
- b. Having mastered the consonants the pupils are ready to build many words with each of the compound phonograms to be presented later.
- c. Drill on the sounds of the consonants leads to distinct enunciation, and this aids in both speaking and reading.



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Particular attention should be given to the sounds *h, b, d, l, r*, to prevent the children's giving these sounds as follows: *huh, buh, duh, ul, ur*. When consonants are vocalized, a vowel sound, usually short *u*, is combined with them. For this reason only a small amount of work should be done with isolated consonants. When practice of this kind is given, the pronunciation should be quick and the slight vowel sound should follow instead of precede the consonant sound; as, *lu*, not *ul*, and *ru*, not *ur*. This is because the combination with other sounds is right if this is done. It is especially important to pay attention to this when two consonants are combined; as, *cr, fr*. If children are asked to give words beginning with *cr*, they will give as an example *curl* quite naturally unless they have learned to give the sound *cru* instead of *cur*. If asked to give words beginning with *fr*, they will give such words as *fern* unless the pronunciation is correct. If the correct combination is made, the child will give easily such words as *cream, creep, crow*, and *free, fright, friend*. This is true of all combinations of a consonant with *r*; as, *br, cr, dr, fr, gr, pr, tr, scr, str*; and frequently true of consonants followed by *l*; as, *bl, cl, fl, gl, pl, sl, spl*.

Care should be taken in the introduction of

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such combinations to see that the child gets the right association of sounds. Individual work in this connection is indispensable. It may be necessary to show the child the correct position of the lips, teeth, and tongue. This the teacher may do by producing the sound herself very distinctly and pointing out the position of the vocal organs in making the sound; then the child should imitate. In this way defects of speech are often detected, and corrections made before the habit becomes fixed. There should be daily drill on the consonants until they are thoroughly learned. The devices and games should be changed often enough to keep up the interest. Select from the chapter on "Games" such as meet the need, and vary often.

### *Use of word phonograms*

During the presentation of and drill on the consonants the child may be led to use as word phonograms short words which he has learned; as, *at*, *in*, *and*, etc. He should combine these with consonants already learned and give word lists which may later be used in game drills. Suggestions for such work are to be found in the Word List at the end of the book. The teacher should make selections according to the experi-

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ence of the class. For example, the word *in* may be combined with the consonants *b, d, f, p, t, w*, to give *bin, din, fin, pin, tin, win*. Later, when the child has had more practice, he may make both initial and final connections. Using the word *if*, he may then give *lift, gift, drift, sift*, etc.

### *Compound phonograms*

1. Give *ing* first. As a whole the work with compound phonograms should be delayed until most of the consonants have been learned. One phonogram which is not a word may be given early because of its great usefulness. This is the phonogram *ing*. The reasons for presenting this one of the compound phonograms first are three. It combines with many words the children know, enlarging the vocabulary and giving the children an idea of its value; for example, *playing, jumping*. It may be joined with many single consonants to make new words; as, *ring, wing, sing*. Finally, drill upon this combination helps to counteract the tendency to slur the final *g* in many words and so leads to better enunciation. As in the case of the consonants this combination should be derived from known words. When the teacher wishes to present it, she may

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write on the board *sing* (or a similar word recently used) and ask, "Who can give a word that ends like *sing*?" Let all who volunteer give words and place them in a column on the board. Then ask, "What is the same in all these words?" The answer will probably be "*ing*." Write it alone. Then call attention to a list of words previously written on the board to which *ing* can be added and suggest putting them together. As the children pronounce the words, write *ing* after each. It may be necessary to make a slight change in some; as, *com(e) ing*, *run(n)ing*. At this time make the change without comment unless some child notices and speaks about it, in which case make sufficient explanation to satisfy the child; possibly — "Yes, that is the way we write it. You will learn about that later."

2. *Order determined by need.* Other compound phonograms should be chosen for presentation in the order in which they will be of most value to the class. The combination *ea* is probably the most valuable because of the large number of words in which it plays an important part. This combination may be derived from *eat*. The teacher may first get from the children such a word list as *seat*, *meat*, *beat*. It will probably be necessary to reject some such words as *sweet*,

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*feet.* Do so with the remark that those words sound the same but do not look the same, so that we will use them another time. Later on two lists may be made, placing the words as they are given in the correct list from the standpoint of spelling. In this way the teacher may begin to awaken a consciousness of the visual form, which is necessary in spelling. Other combinations which may be of value at once can be found by studying the grouped word lists and comparing them with the material to be used in reading in the near future and making selections accordingly.

3. *Double consonants, initial and final.* When the consonants listed on page 24 have been learned, and the children have gained facility in using several of the word phonograms and of the compound phonograms consisting of vowels and consonants, phonograms consisting of two consonants should be presented. Call attention to one of the words the class is using which has such a combination as *bring*, and ask for other words beginning like this. It may require some help in the first place to have the children give only words that have both consonants instead of only the first. Accept those that are right, placing them in a column on the board. If necessary

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suggest a few by question or statement; as, "How does the sun look?" (bright). "Mary told me this morning about her little ——" (brother). "What does mother use to clean the rugs?" (broom), etc. After the children have had experience with a few of these phonograms, they will easily respond when a new combination of letters is given. The following grouped consonants are useful and should be introduced as they enter into the reading vocabulary of the children: *br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sw, sm, sn, sp, spl, str, wh, qu, sh, st, ph, th, gh* (sounded *f*). The last is used only as final sound of words and the four immediately preceding this have both initial and final uses.

For economy the word lists of compound phonograms composed of grouped consonants may be placed on the reverse side of charts containing word lists for single consonants. The *dr* list may be printed on the back of the *d* list, as they are not likely to be used together.

### *Give variety in the type of phonogram presented*

After the single consonants are all presented, not all cases of any type of phonogram should be presented consecutively. See that the children have plenty of review by returning again and

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again to the same lists, but do not weary the children nor make the work drudgery by making this repetition continuous. Here as in other forms of drill distributed repetition is most effective. The same lists may be used in many different games and drills, and many different lists may be used in the same period. A few of the possibilities of different groupings are shown below.

### *Groups of lists for drill*

The word lists containing the *at*, *an*, *and*, and *am* families, to call attention to the difference in the ending.

Word charts containing the initials *b*, *d*, *p*, which are difficult for children to distinguish.

Charts containing *it*, *at*, *et*, *ot*, *ut* families for calling attention to change of vowel.

Charts with initial groups, *br*, *bl*, or *pr*, *pl*, or, *pr*, *br*, *dr*.

Many other groups may be arranged by the teacher to meet the needs of her class.

### *Drill for giving confidence to the children*

There is another type of drill that is of value near the end of the first year and through the second year. For this type of drill, words should



## PHONICS IN THE FIRST GRADE

be selected which may or may not occur in the immediate reading vocabulary of the children, but which have a lively interest for the children because of the ideas they call up. The words chosen should require the use of several phonograms. The first list may be composed of comparatively short words and variations of words the children have had; as, *miller*, *looking-glass*, *woodpile*, *dishpan*, *May-basket*. When a list of this kind is to be used, the teacher should suggest, "Now I am going to write the name of something you like and see how many of you can find out what it is." Then write, perhaps, *May-basket*, and let each child whisper it to you as he gets it. Again the teacher may say, "Here is a word you know, but I do not think you have ever seen it. See if you can tell what it is." Or, "Here is something we use when we dress." The children regard it as a kind of guessing game, but it requires real study and the application of what has been learned in the study of phonics.

As the children become accustomed to this type of drill, the words should increase in difficulty until they show considerable power in such work. This type of drill is of value because of the interest the children have in it, the ability they gain in discovering words by analysis, and their recog-

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dition of the practical value of phonic analysis. Always these exercises should be given as "a stunt," "for fun," and the words should always result in pleasant thoughts in the mind of the child. Such work could easily develop into meaningless drudgery or priggish showing-off of ability to pronounce words which have no meaning for the child. This should never be permitted. A suggestive list of words for this use is included in the Word List. It is by no means exhaustive.

### *Exceptions to phonograms*

There are some words in first-grade reading material which have the same spelling as useful phonograms, but are sounded differently. It is important to prevent confusion with regard to words of this kind. A good method is to teach such words as sight words before the phonogram is introduced and its word list developed. Some of the most common words to be provided in this way are:

| <i>Word</i> | <i>Phonogram</i> |
|-------------|------------------|
| what        | at               |
| shall       | all              |
| are         | <i>care</i>      |
| one         | <i>bone</i>      |
| watch       | <i>catch</i>     |

Do not call the children's attention to the like-

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ness of the sight words to the phonograms which have a similar spelling. The presentation and the learning of the words as sight words is likely to obviate any tendency to confusion.

### *Mother Goose Rhymes as a basis for phonics*

*Robin and Richard* were two merry *men*  
Who lay in bed till the clock struck *ten*. *r en*

*Mistress Mary* quite contrary, *m*  
How does your garden *grow*, *ow*  
With silver *bells* and cockle *shells* *ell*  
And pretty maids all in a *row*.

*Jack and Jill* went up the *hill* *j ill*  
To get a pail of water.  
*Jack* fell *down* and broke his *crown* *ow*  
And *Jill* came tumbling after.

*Sing a song* of *sixpence* *s*

There was a *little* man  
And he had a little gun,  
And his bullets were made of *lead*, lead, lead. *l*

*Pussy-cat*, pussy-cat, where have you been? *p*

*Polly*, *put* the *kettle* on. *p k*

Sukey, *take* it off again. *t*

*Baa*, baa, *black* sheep, have you any wool? *b*

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|                                                                                                                                                                                          |                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <i>Peter, Peter, pumpkin eater.</i>                                                                                                                                                      | <i>p er</i>                |
| Humpty Dumpty sat on a <i>wall</i> .<br>Humpty Dumpty had a great <i>fall</i> .                                                                                                          | <i>all</i>                 |
| <i>Hot cross buns.</i>                                                                                                                                                                   | <i>h cr b</i>              |
| <i>Dickory, dickory dock,</i><br>The mouse ran up the <i>clock</i> .                                                                                                                     | <i>d</i><br><i>ock</i>     |
| <i>Ladybird, ladybird, fly away home.</i>                                                                                                                                                | <i>l</i>                   |
| There was a <i>crooked man</i><br>And he walked a crooked <i>mile</i><br>And he found a crooked sixpence<br>Beneath a crooked <i>stile</i> .                                             | <i>cr</i><br><i>ile</i>    |
| If I'd as much money as I could <i>spend</i><br>I'd never <i>cry</i> old <i>chairs</i> to <i>mend</i><br>Old chairs to mend, old chairs to mend,<br>I'd never cry old chairs to mend.    | <i>end</i><br><i>cr ch</i> |
| If I'd as much money as I could <i>tell</i><br>I'd never <i>cry</i> old <i>clothes</i> to <i>sell</i><br>Old clothes to sell, old clothes to sell,<br>I'd never cry old clothes to sell. | <i>ell</i><br><i>cr cl</i> |
| Jack <i>Sprat</i> could eat no <i>fat</i><br>His wife could eat no <i>lean</i> ,<br>And so between them both you see<br>They licked the platter <i>clean</i> .                           | <i>at</i><br><i>ean</i>    |
| Rock-a-by baby thy cradle is <i>green</i><br>Father's a nobleman, Mother's a <i>queen</i> .                                                                                              | <i>een</i>                 |

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Brother's a drummer and plays for the *king*. *ing*  
Sister's a lady and wears a gold *ring*.

*Hark*, hark, the dogs do *bark*! *ark*  
The beggars have come to *town*. *ow*  
Some in *rags* and some in *tags*, *ag*  
And some in velvet *gown*.

Little *Boy Blue*, come *blow* your horn *b*

Three little kittens lost their mittens  
And they began to cry,  
"Oh Mother *dear*, we very much *fear* *ear*  
That we have lost our mittens."

Curly-locks, Curly-locks, wilt thou be *mine*? *ine*  
Thou shalt not wash dishes nor yet feed the *swine*;  
But sit on a cushion and sew a fine *seam* *eam*  
And feed upon strawberries, sugar and *cream*.

As I went through the garden *gap* *ap*  
Whom should I meet but Dick Red-*cap*?

Jack, be nimble,  
Jack, be *quick*, *ick*  
Jack, jump over  
The *candle-stick*.

### III

#### PHONICS IN THE SECOND GRADE

*Teacher must adjust course to need of class*

It is not desirable to make a definite and arbitrary division between the phonics for the first grade and for the second grade. Many capable classes will acquire during the first year all the knowledge of phonics necessary for independent phonic analysis, and their work in the second grade should involve application of their knowledge in material for both oral and silent reading and some analysis of more difficult words for the sake of keeping up the habit of analysis in the presence of difficulty. The more spontaneous the use of analysis and the less consciously it is used, the better. But the child should always have recourse to definite analysis when it is needed to prevent confusion.

On the other hand, there are classes which will not be able to complete satisfactorily even the work that is suggested for the first grade and will have to carry over some of it into the second year. The teacher must make adjustments to the needs of her class. The first-grade teacher

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should see that the second-grade teacher is supplied with a statement of what is to be expected of the class. If for any reason this information cannot be obtained, the second-grade teacher should test the children on their knowledge of phonics so as to be able to supply the deficiencies.

### *Base work on previous training*

The work for this grade is planned to articulate with that given for the first grade so that the division between the two years may be arranged as seems desirable. Whatever work has been completed up to this time, the year's work should begin with a rapid review of what has preceded. This may be accomplished by the use of several games with the phonic charts of the previous year or similar material. In addition to the review work, words may be taken from reading lessons which are to be used in the near future. These words may be given in games of discovery. If need is found for drill on parts of the review work, the material should be organized on the lines suggested for the first grade, but using the second-grade vocabulary.

It is important that the children should not be allowed to fall into the habit of using phonic analysis in inappropriate places. Children some-



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times develop the habit of analyzing the simplest words and words where such an analysis is a hindrance instead of a help. An illustration of this is a second-grade boy who had great trouble in reading at all. It was found that he "sounded" the word *the*, and of course did not discover its pronunciation. Increasingly large units should be recognized, and there should be very little if any need for attention to single letters. The use of larger units may be illustrated by the word *brightness*. In the word *bright* the children have recognized two elements, *br* and *ight*. They should come to recognize *bright* instantly and so find the two elements *bright* and *ness*. Such advance may be facilitated by a list of words in which the larger unit is common. In this case such a list might be *brighter*, *brightly*, *brightest*, *brightness*.

### *New elements to be presented*

It is altogether possible that some of the consonant combinations suggested in Chapter II may not have been presented or may need further drill. There are comparatively few cases where the children will meet the consonants *x*, *y*, *z*, and the cases where they are met may be quite easily learned. The letter *x* has two sounds, that of *ks*

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as in *expect*, and that of *gs* as in *examine*, but the difference is one caused by ease of articulation, so that the phonogram may be taught as one and the adjustment will take care of itself. A list of words using the phonogram *ex* which may come within the experience of the children is given with the Word List. In *you*, *yes*, and *yellow*, the children have in the first grade the basis for the *y*. To these words they may add words from their experience; as, *young*, *yesterday*, *yell*, *yet*, *yourself*. The *y* as a vowel is presented in connection with a consonant. As final *y* in a one-syllable word it needs no drill. The final syllables using *y* — as, *ly*, *sy*, *ny*, *py*, *ty*, etc. — may receive the needed drill by the use of lists of words to which these can be added. The consonant *z* should be given, if any attention to it is necessary, incidentally in connection with words which are needed by the class.

The soft *g* and the soft *c* usually occur when followed by *e*, *i*, or *y*. While it is not necessary and probably not desirable for the children to learn this rule, it may be of interest to them to list words which have these sounds and then compare them with lists of words having the hard sounds of these letters. The work of making these lists may extend over a considerable period,

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the children adding to them from time to time as they come across new words involving the letters *c* and *g* and placing them in the correct group according to sound.

### *The alphabet should be learned*

The children should, either toward the end of the first year or the beginning of the second, learn the vowels as such. The teacher should use the term and should place the vowels together on the blackboard. At about the same time also the alphabet should be learned in order. The children should have advanced sufficiently so that learning the names of the letters will not interfere with using their sounds.

### *The use of rules in phonics*

The value of "rules" in phonics is questionable. Certainly very few should be used and none should be merely learned. If a rule is of value enough to make it desirable for the child to know it, it should be developed and stated by the child on the basis of his own study. One rule which applies in so many cases as to make it seem worth while for the child to recognize it, is that which has to do with two vowels in the same syllable whether contiguous or separated. In such cases

## PHONICS IN THE SECOND GRADE

it is usual for the second vowel to be silent and for the first vowel to be long. The children will have learned some words to which this applies before they have reached the stage where it is desirable to recognize the rule. The word lists related to the words *ate*, *ice*, *ape*; *ear*, *eat*, *each*; and *oat*, *oak*, *oar*, give the basis for the discovery of this rule. The *ee* might also be regarded as subject to the same rule, though the situation is slightly different.

### *Developing the rule*

In leading the children to recognize the existence of the general rule, it is best to begin with words having final *e* because the children more easily discover the law. Select words which will still be words if the final *e* is dropped; as, *mate*, *rate*, *cape*, *tame*, *tape*, *plane*, *ripe*. Write these in parallel lists showing the two forms opposite; as, *mat*, *mate*, etc. Have each list read. Then have the lists read across, the two first words, then the two second words, *can*, *cane*; *tap*, *tape*; etc. Suggest, if the children do not, that there seems to be something alike in the words and let the children discover the likeness and the difference. Ask how many vowels there are in *mat* (pointing to it). How many in *mate*? How many in

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*cap?* How many in *cape?* And so through the two lists.

When the children recognize that every word in one list has only one vowel and every word in the other list has two vowels, continue with the second list. "In this word (*mate*) which vowel do we hear?" The answer will probably be "*a*." "Yes; is it the first or the second vowel?" If the term "silent" has not been used incidentally, so that the children are familiar with it, this will be a good time to introduce it. Then raise the question, "What is the use of the second vowel if we do not hear it?" Further comparison of the lists may be necessary before the children discover that it shows us that the first vowel is long. It is just as well for the children to learn the terms *long* and *short* when they first learn the distinction, as this will make it unnecessary to discard undesirable forms and learn the correct technical terms later.

Having proceeded so far, the question may be raised whether other words having two vowels are like these words. (At present the children are interested largely in words of one syllable. When words of two or more syllables are used, the rule may be seen to apply to syllables.) Have ready a list of words taken from the word

## PHONICS IN THE SECOND GRADE

lists where the silent vowel is not the final letter and a list of words where dropping the final *e* does not leave a word. When the fact has been discovered that the same thing is true in these cases, the children may be led to state the rule that, in these word lists when words have two vowels, the first one is long and the second is silent.

The question may then be asked, "Is this true of all words?" The children may jump at the conclusion that it is, or some child may think of *have*, or some common word. If none are given or only one, give a few; as, *have*, *done*, *bread*. Then ask what we can say about words which have two vowels. Write on the board as the beginning of a sentence, "When there are two vowels in a word —" and ask what is true of the lists studied. "When there are two vowels in a word, the first is long and the second is silent." "But we found that this is not always true. Does any one know what we say when we want to tell that a thing is true often, but not always?" The children may give "usually." If not, after they have tried to find the right term, they are likely to accept it as meeting the need if suggested by the teacher and the "rule" can be amended by its insertion. "When there are two vowels in

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a word, the first is usually long and the second silent."

This development will occupy two or more periods, but if it is worth while for the child to have the rule it is worth while for him to discover it. The children should now be encouraged to keep their eyes open for words where this rule will apply. If they notice exceptions voluntarily, a list of these may be kept also.

### *Common initial and final syllables should be studied*

Common initial and final syllables may or may not technically be prefixes and suffixes. They are syllables enough used to make their instant recognition a help in reading. They will be referred to as prefixes and suffixes for convenience. Some of the more common prefixes and suffixes should be studied in this grade. The suffixes involving final *y* have been mentioned. The suffix *ish* is common enough to use in this way. It may be developed from *dish*, *fish*, *wish*, and used in such words as *finish*, *punish*, *pettish*, *polish*, *foolish*, *selfish*. The suffix *tion* may be given using words with which the children are familiar and grouping them for study. It is probably better to leave the study of *sion* and



## PHONICS IN THE SECOND GRADE

*cion* for later grades. For the sake of encouraging the child to use larger units, the *tion* words may be grouped under *ation*, *etion*, *ition*, *ution*, as they are added to the list. The suffix *er* may also be used. This has become familiar to the child through such words as *butter*, *better*, *letter*, *water*, and may now give such comparatives as *smaller*, *taller*, *higher*, *bigger*, and such nouns as *caller*, *buyer*, *seller*.

The prefixes *in*, *un*, *al*, and *re* are probably the most useful, and should be studied in word lists presented by the children and supplemented by the teacher if necessary. Words for such lists are: *also*, *almost*, *altogether*; *indeed*, *intend*; *return*, *remark*; *unhappy*, *undo*; etc.

Much of the game spirit should be present in all of the work of the second grade and many of the games and other devices given in Chapter V may be used.

## IV

### PHONICS IN THE THIRD GRADE

THE practice in regard to the teaching of phonics in the third grade is probably less settled than in the first and second grades. Different systems vary in their provision for such work from those providing definite organized material for formal phonic drill to those systems which state that all study of phonics should be completed in the second grade or those which ignore the third grade in their discussion.

*Some attention to the subject is needed*

The need for consideration of this subject arises from the fact that not all children come to the third grade equally well equipped even when they have had the same instruction. It is also true that some sort of follow-up work is desirable to insure the child's retaining and using the power he has gained.

It is probable that by the time the third grade is reached, the normal children who have had proper training in phonics will have little difficulty in discovering by analysis any word which can be

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so discovered. There are always, however, some who have not received careful training or who for some reason have failed to profit by the training they have received. It is necessary to make provision for this.

### *Specialized training is desirable*

Children who are deficient in ability to use phonic analysis should be in a group by themselves for this type of work. Those who do not need the work should not be required to take it. It is not fair to either group to combine them. Those who do not need the drill become irritated by the slowness of the others and are likely to be interested only when they can display their own superiority. The group that needs the drill, on the other hand, becomes embarrassed and confused by the irritation of their companions. They are not helped by the quick recitation of others as they would be by their own undisturbed study, and those who need the drill frequently (with the groups combined) get less drill than those who need it little if any.

### *Give elementary work when needed*

In the group of those who are deficient in the ability to use phonics, the work should be as

## HOW TO TEACH PHONICS

elementary as necessary to meet the needs of the children, but it should be related at once to the reading vocabulary of the class instead of being confined to the first-grade vocabulary. The teacher should begin with words which are immediately causing trouble, and by accumulating words which have similar combinations help the child to establish the association of sound with the letter grouping. Suppose the word *while* gives trouble. The list *mile, tile, pile, stile*, will help. Children may confuse *alone* and *along*. Drill on the two following lists will help to fix the correct form and the distinction between the two: *stone, bone, alone, cone, tone*; and *song, ding-dong, along, wrong, long, strong, tongs*. The children should be encouraged to use the knowledge gained as they read, but the training period should be separate from the reading period. It is frequently better during the reading period to give the child the word, making a memorandum of it for study at the next phonic period.

The training for this group should follow the plan for the first and second grades, but should probably be given much more rapidly. The training should be sufficient to make the child independent in his work. It may be that it will not be necessary to give drill on all the phono-

## PHONICS IN THE THIRD GRADE

grams suggested for the lower grades as the children are likely to discover the use of some of the easier ones without formal drill at this time.

### *More advanced word analysis should be given*

Even the children who have mastered the phonics of previous grades and who are able to handle new words with comparative ease will still profit by a certain amount of training in word analysis. The study of prefixes and suffixes begun in the second grade should be continued and extended. The prefixes *dis*, *per*, *pre*, and the suffixes *sion*, *ness*, *less*, *ment*, *able*, are some of those which may be useful.

### *Give practice in discovery of more difficult words*

Practice in deciphering words of two, three, or four syllables should be given by presenting as "a stunt" such words as are to appear in reading material which the class is to use. So far as is practicable, the slower group should participate in this exercise, but they should not in this period be allowed to be a drag on the quicker children. Another source for such study is to be found in words which present difficulties. These should be listed and at a special period, perhaps once a week, studied with others which have the

## HOW TO TEACH PHONICS

same characteristics. This will give groups of words which have the same root, suffix, or prefix, and will make possible a classification of such words. Lists of these cannot well be given, as they are so varied that they must be selected from the material used.

*Use word analysis as a help in spelling when possible*

The word analysis in the third grade may well include analysis by letter as well as by sound, and so prepare for the work in the dictionary which usually begins in the fourth grade. Wherever words which are in part spelled alike belong phonically to the same family, it is probably a help in spelling to associate them. This should be done at the regular spelling period, not at the period given to word analysis.

*Attention to alphabetical classification prepares for the use of the dictionary*

The definite preparation for the use of the dictionary will come in the study of words according to alphabetical arrangement. In the third grade this may be begun by the children's making a "dictionary" of their spelling words. This may include class spelling lists and individ-

## PHONICS IN THE THIRD GRADE

ual lists of words missed. These words should be placed in alphabetical order according to their initial letter in the booklet which is made as part of the industrial work of the class. A good way to make these dictionaries is to take thirteen sheets of tablet paper ( $8\frac{1}{2} \times 11$ ) and fold in the middle lengthwise, making a booklet  $4\frac{1}{4} \times 11$  inches. Fasten the booklet by pinning or sewing at the fold after a cover of colored paper has been put on. Use two pages for each of the letters most common as initial letters. The letters *j*, *q*, *x*, and *z* need little space. If regular industrial work is a part of the program, the booklets may be made more attractive by decorating and indexing.

*Make practice in classification progressive in difficulty*

Further practice in the arrangement of words may be given by placing on the board lists of words to be arranged alphabetically. At first no two words should begin with the same letter and all words should be familiar. The alphabet should be in plain sight for checking until the children become accustomed to the work. The lists need not at all times include all letters, but should for some time include only words which,



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when properly arranged, will follow the alphabetical order consecutively. Later the omission of some of the letters is allowable, in which case the child has the problem of thinking the letters in order and using only those which the words require.

When the children become quite adept in arranging these lists of words, the next step may be taken. This is to give word lists all the words of which have the same initial, but a different second letter, so that the children may learn to classify by the second letter when necessary. Such a list may be: *city, cake, clock, come, creek, cup, cell*. The training that has been given in placing the spelling words in the "dictionary" in order, as they have been given in random order, should have prepared for this type of work. With most classes it will probably be best to go no further than this in the third year. Simple lists using several initial letters, and having two words for each initial letter requiring classification by the second letter, may be given if the class can do the work without its being drudgery. It may be desirable for a few classes to go on with the arrangements which will require attention to the third letter, but for most classes it will be better to leave this for the fourth grade.

## PHONICS IN THE THIRD GRADE

Word analysis should not stop with the third grade, but the work after that grade will naturally become a part of other work in English and its treatment is beyond the scope of this book.

## V

### GAMES AND OTHER DRILL DEVICES

It is not essential that every drill device should be a game, but it is essential that each device should have meaning for the child and that he should have an interest in using it. The following games and devices have been found to hold the interest of the children and to help fix the associations needed for appropriate recall.

#### *For use with beginners*

1. Hold up a letter card and say, "Give a word beginning with this sound." Let each child give one. Then hold up another card. In this way rapid drill can be given on all the consonants learned and the child is making a useful association instead of only one between the isolated sound and its symbol.

2. Place phonogram cards on the blackboard ledge. Call for one; as, "Who can give me *m*?" (Give sound.) Encourage speed.

3. When all the cards are collected in "2," set them out again asking each child in turn to tell one as it is set down.

## GAMES AND OTHER DRILL DEVICES

4. With the phonogram cards in the chalk tray say, "Show me the sound that *rice* begins with." Continue naming simple words beginning with each sound. Later, when compound phonograms have been given, the direction may be changed to, "Show us the card which gives part of *cat*," etc.

5. Have several words on the board with different initial consonants. With the phonogram cards on the chalk tray ask, "Show us the sound that begins this word" (pointing to one on the board). The child should hold up the card and say, "This sound begins *fall*."

Hold up a card saying, "Find a word that begins with this." The child should always name the word.

6. Place several phonic word charts before the children. Suggest words that they have had in reading which are not on the charts and ask, "On which chart shall we put *nest*?" "Where should we put *basket*?" Add such words to the charts before using them again. Similarly suggest, "Have we any word that we can add to the *k* chart?" or, "Are there other words to go on the chart that has *baby* on it?" In the two latter cases the child should identify the chart and the word.

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7. Have the word phonogram cards lying on the desk. Hold a consonant card where the children can see it. Quickly combine with it each card with which it will make a new word by holding each word card beside the consonant card while the children take turns pronouncing the words so made. Use compound phonograms having two or three consonants in the same way when the class is using them.

8. Rapid drills to associate sound and symbol — with phonogram cards on the blackboard ledge:

- a. "Find the card that says ——."
- b. "Point to a word that begins with (s)" (any consonant).
- c. "Point to a word having in it *at*" (or any phonogram used). Words pointed to should always be named.
- d. "Point to all words beginning with ——" (a given sound); "ending with ——" (a given phonogram); "containing ——" (a given phonogram).
- e. "Erase a word beginning with ——" (a given sound); "ending with ——" (a given phonogram); "containing ——" (a given phonogram).
- f. "Erase three words" having certain required characteristics.

## GAMES AND OTHER DRILL DEVICES

g. "Draw a line under three words" containing a given phonogram. "Underline all words" having a given phonogram.

9. Let all the children find in their primers or other books all the words which have a given phonogram; all which have any phonogram they know. The advantage of this is that they come to recognize the connection between phonics and reading material without interrupting the reading lesson for such study.

10. Using large-print material such as old magazine pages, let the children underline all the words having certain phonograms; having any phonogram they know. (There is a certain amount of risk in this due to the fact that different sounds in our language are represented in the same way. Therefore it should be used with caution.)

### *For a small group needing special drill*

11. For a small group who need special drill place the cards on the blackboard ledge and use the following devices:

- a. Let each child in turn pick out a card for which he can tell a word.
- b. Have the phonic word charts on the wall and let each child match his card with the

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chart to which it belongs and name the words on the chart (with help if necessary).

- c. Hold up a phonogram card and let each child find on a phonic word chart a word containing it; saying, for example, "*atch* is in *catch*," pointing to *catch* on the right card.
- d. Let the children find on the charts "words that begin like *boy*"; "that end like *man*," etc.
- e. Racing games such as, "Who can find the card that says *t?*" or, "Who can find first the card that tells the sound that *baby* begins with?"
- f. Put the phonogram cards in a pack, hold up one at a time and give it to the child who names it first. (Use this sparingly. It is more mechanical than many others.)

### *Devices progressive in difficulty*

12. Place on the board a list of ten words for each of two phonograms; as, for example, *see*, *some*, *sing*, etc. and *race*, *ring*, *run*, etc. Call attention to the difference by saying, "If I ask for a word beginning with *s*, in which column will you look?" "If I ask for one beginning



## GAMES AND OTHER DRILL DEVICES

with r?" This is to be sure the children are ready for the "game." Call for a word and have it pointed to quickly. This game may be varied with the ability of the children. At first, if the group is near the board and small, an individual may quickly point to the words as called. Later one child may take a pointer and point to three. If he does this correctly, put his name on the board. Later two children may have pointers and race to see which one can find the word first. The children's initials should be on the board, and each should receive a credit mark for every word he finds first. This may be further varied by using three lists as soon as the class can manage them; by using word phonograms; by using endings (commonly called "families") as the element to look for; and by making it a group competition by dividing the class into sides and placing the initials of the captains on the board for marking scores. Incidentally, counting scores gives good informal number work, and may be varied to correspond with the number work used by giving credits of 1, 2, 5, 10, etc.

This listing of two or three columns of ten words each may be made the basis of many games. It is not well to use more than three columns, because the range of attention necessary leads to

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dissipation of energy. In the following games it will be assumed that two or three columns will be used in accordance with the advancement of the class, and that the phonograms used include examples from all those studied on which the class needs drill.

13. With three columns of words on the board or on charts, the teacher says, "I think of a word in the *ing* family. It is something a bird does." Child, pointing, "Is it *sing*?" Answer, "Yes, it is *sing*." The child who has guessed right continues, "I think of a word in the *un* family. It is what I did at recess." Child, "Is it *run*?" Answer, "Yes, it is *run*." It is important that the child who guesses should always point to the word he pronounces, as the aim here is to fix the association between the sight of the word, its sound, and its meaning.

14. Use two or three phonograms for this game. Place on the board an equal number of words (ten) for each phonogram in irregular order. Give to two children different-colored chalk and let them race to see which can underline most of the words having a given phonogram.

15. Let two children with different-colored chalk each underline all the words having one

## GAMES AND OTHER DRILL DEVICES

phonogram, using lists as in the game above, and see which gets through first.

The advantage of the different-colored chalk, aside from the interest of the children, is that it is easy for the children to check the work and see whether either of the contestants has made a mistake.

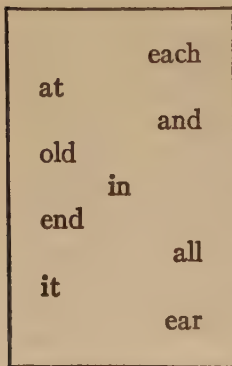
16. Pass out to the class phonogram cards in random order face down. Let each child in turn lift his card and give a word containing the phonogram he has. Divide the class into two sides. Call alternately from each side. If the child holding a card cannot give a word, the other side should have a chance, and if one is given the side should receive a credit mark for it. Each side should receive a credit for each word given.

### *Exercises chiefly for advanced classes*

17. Place on the board in irregular order all word phonograms the class has had. Have ready the consonant cards. Quickly place a consonant card before each word with which it will combine to make a new word and have these pronounced. These words may be printed in irregular order on a good-sized card and kept for frequent use. When the children become accustomed to this device, let a child take a consonant

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card and find all the words he can make, naming them quickly. Let the class supply any he omits.



18. Make a consonant card in the same way, having the consonants scattered over it, and using the word cards with which to build words by placing each after each consonant with which it will combine to make a word. Later use any compound phonograms, initial or final, in the same way.

19. The double consonant phonograms — as, *sh*, *cl*, *br*, *pr*, *th*, etc. — may be used for drill by holding up the card and asking for words that begin with these.

20. The “Game of Discovery” may be played with any words which the children wish to study out for the sake of finding what they say. They should always be words that suggest interesting thoughts to the children. A suggestive list is given with the Word List, but such lists should be chosen as the words are of interest to the children and no words should be used simply for the sake of giving them. This game has been described in detail on page 32, 33.

## VI

### WORD LIST

THE WORD LIST is in three parts. In Parts I and II all the words given are taken from two studies. One of these is of ten primers<sup>1</sup> and the other of ten first readers.<sup>2</sup> All words which are phonic in nature, from these two lists, are classified so as to place together those which are similar. All groups in Part I are based on short words that are in the primer vocabulary. The groups in Part II are based on letter combinations, usually called "phonic families," which are useful in word analysis. The groups listed as "mixed" are used where only a few words having one phonic element are given, if these are related to larger groups.

These lists are not intended for drill lists. The lists for drill are to be made up, as has been

<sup>1</sup> Jones, Robinson G. *The Jones Scale for Reading*. Published and sold by R. G. Jones, 18178 Clifton Boulevard, Lakewood, Ohio.

<sup>2</sup> Packer, J. L. *The Vocabulary of Ten First Readers*. (In *Twentieth Yearbook of the National Society for the Study of Education*, Part II.) Bloomington, Illinois: Public School Publishing Company. 1921.

## HOW TO TEACH PHONICS

described,<sup>1</sup> from words given by the children in their study. These lists show what words in which phonic analysis may be used are common to many reading books for first-grade use. Any given reader may have other related words which it is desirable to use. It is possible that some classes will have no use for some of the words listed here. The teacher should use the lists as suggestive and for checking, not as dictated drill lists.

Part III of the Word List includes words not in either of the studies mentioned. These have been chosen on the judgment of the author based on experience, for special purposes. Here again the teacher must choose and supplement according to the needs of the class.

### *Part I*

#### **I. Words related to the words *an*, *and*, *am*, *at*.**

| <i>an</i> | <i>and</i> | <u><i>am</i></u> | <i>at</i> | <i>ap</i> |
|-----------|------------|------------------|-----------|-----------|
| man       | hand       | Sam              | cat       | cap       |
| van       | hands      | ham ✓            | cats      | caps      |
| ran       | handed     | hams             | hat       | sap       |
| fan       | handled    | jam ✓            | hats      | nap       |
| fans      | handful    | clam ✓           | Nat       | rap       |
| can       | sand       | clams            | rat       | rap       |
| cans      | stand      | swam ✓           | rats      | tap       |

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<sup>1</sup> Chapter II.

# WORD LIST

| <i>an</i>  | <i>and</i>   | <i>am</i>  | <i>at</i>    | <i>ap</i>  |
|------------|--------------|------------|--------------|------------|
| can't      | standing     | tramp      | sat          | tapping    |
| pan        | stands       | camp       | fat          | trap       |
| pans       | grandpa's    | camping    | pat          | clap       |
| than       | grandma      | cramp      | bat          | claps      |
| Nan        | handsome     | lamp       | bats         | clapped    |
| ✓ Dan's    | landlord     | lamps      | mat          | flap       |
| Fan        | grandmother  | scamp      | mats         | rapped     |
| plan       | candy        | scamper    | tat          | scrap      |
| plans      | dandelion    | scampers   | that         | scraps     |
| planning   | dandelions   | scampering | that's       | slap       |
| plant      | land         | scampered  | flat         | slaps      |
| ✓ plants   | lands        | stamp      | chat         | lapped     |
| ✓ planted  | band         | stamped    | chats        | snap       |
| ✓ planting | candle-stick | lamb       | scat         | happen     |
| ant        |              | lambs      | scats        | happened   |
| ants       | <i>ag</i>    | bramble    | slat         | happily    |
| ✓ bran     | bag ✓        | <i>ad</i>  | slats        | happiness  |
| ✓ branch   | bags         | bad        | fatter       | capless    |
| ✓ branches | flag ✓       | lad        | chatter      | apple-tree |
| ✓ cannot   | flags        | sad        | chattering   | napkin     |
| ✓ cannon   | rag ✓        | had        | patted       | napkins    |
| ✓ began    | rags         | pad        | patter       |            |
| ✓ pancakes | tag ✓        | pads       | pattering    | <i>ab</i>  |
| ✓ lantern  | wag ✓        | glad       | scatter      | crab       |
| ✓ manners  | wagging      | badly      | scatters     | stab       |
| ✓ danced   | snag *       | ladder     | scattering   | rabbit     |
|            | drag ✓       |            | scattered    | rabbits    |
|            | dragging     |            | clatter      |            |
|            | dragged      |            | tattered     |            |
|            | bag-pipe     |            | Pratt        |            |
|            |              |            | pat-a-cake   |            |
|            |              |            | caterpillar  |            |
|            |              |            | caterpillars |            |
|            |              |            | Saturday     |            |
|            |              |            | cat-tails    |            |



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### 2. Words related to the words *is, in, it, if*.

| <i>is</i>  | <i>in</i> | <i>it</i>     | <i>if</i> |
|------------|-----------|---------------|-----------|
| his        | bin       | its           | lift      |
| visit      | din       | sit           | lifts     |
| visits     | fin       | sits          | lifted    |
| visiting   | fins      | sitting       | drift     |
|            | pin       | bit           | drifts    |
| <i>ip</i>  | pins      | bitter        | drifting  |
| lip        | win       | fit           | gift      |
| lips       | tin       | fits          | gifts     |
| tip        | tins      | hit           | sift      |
| tipped     | into      | lit           | sifter    |
| tiptop     | spin      | litters       | stiff     |
| dip        | spinning  | tit           | swift     |
| nip        | dinner    | spit          | swiftly   |
| hip        | window    | little        |           |
| ship       | winter    | kitten        | <i>im</i> |
| ships      | begins    | kittens       | him       |
| nips       | begin     | kitty         | rim       |
| sip        | windows   | pit-a-pat     | simmering |
| chip       | beginning | pitter-patter | simple    |
| skip       | skins     | flit          | dimple    |
| skipping   | thin      | flits         | timid     |
| trip       | windy     | fritter       | swim      |
| tripping   | chin      | fritters      | swims     |
| whipped    | shin      |               | swimming  |
| snip       | twins     | <i>ig</i>     | skim      |
| slipping   | windmill  | pig           | skimmed   |
| pippins    |           | pigs          | skimmer   |
| dripping   | <i>id</i> | piggy         | trim      |
| cripple    | hid       | wig           | trims     |
| steamships | kid       | big           | trimmed   |
|            | lid       | bigger        | limped    |
| <i>ib</i>  | riddle    | dig           | limping   |
| nibbles    | riddles   | digs          | chimney   |
| nibbling   | slid      | digging       | crimson   |

## WORD LIST

*ib*  
rib

*id*  
griddle

*ig*  
jig  
twig

### 3. Words related to the words *all*, *ill*.

| <i>all</i> | <i>ell</i> | <i>ell</i> | <i>ill</i> | <i>ill</i> |
|------------|------------|------------|------------|------------|
| call       | bell       | shells     | hill       | pills      |
| calls      | bells      | seashells  | hills      | pillow     |
| called     | fell       | smells     | mill       | Billy      |
| hall       | sell       | dwelt      | fill       | still      |
| halls      | seller     | eggshell   | filled     | spill      |
| fall       | Nell       | yellow     | filling    | spills     |
| falls      | fellow     | swell      | kill       | spilled    |
| falling    | sells      |            | kills      | silly      |
| small      | selling    |            | killed     | twilling   |
| tall       | tell       |            | rill       | drill      |
| taller     | tells      |            | rills      | drills     |
| wall       | telling    |            | till       | Miller     |
| walls      | bellows    |            | bill       | chill      |
| fallen     | well       |            | gill       | chills     |
| ball       | wells      |            | gills      | frill      |
| balls      | dell       |            | will       | frills     |
| caller     | dells      |            | willing    | hillside   |
| calling    | jelly      |            | willingly  | hillsides  |
| stall      | smell      |            | willow     | shrill     |
| stalls     | shell      |            | willows    | trill      |
|            |            |            | pill       | trills     |

### 4. Words related to the words *on*, *old*, *not*.

| <i>on</i> | <i>op</i> | <i>op</i> | <i>op</i> | <i>op</i> |
|-----------|-----------|-----------|-----------|-----------|
| Don       | stop      | top       | drop      | mnop      |
| fond      | stops     | tops      | drops     | chop      |
| pond      | stopped   | hop       | dropping  | chopped   |
| sunbonnet | stopping  | hopping   | dropped   | shop      |

## HOW TO TEACH PHONICS

| <i>op</i>    | <i>not</i> | <i>ob</i>  | <i>old</i> | <i>old</i> |
|--------------|------------|------------|------------|------------|
| pops         | lot        | Rob        | hold       | scold      |
| pop-corn     | potter     | Robert     | holds      | scolds     |
| hoppity-skip | trot       | bob        | holding    | scolded    |
|              | trots      | bobs       | gold       |            |
| <i>not</i>   | trotted    | sob        | golden     | <i>og</i>  |
| got          | dot        | cobweb     | goldenrod  | dog        |
| pot          | spot       | cobblers   | sold       | frog       |
| pots         | bottom     |            | older      | log        |
| Dotty        |            | <i>old</i> | bold       |            |
| spot         | <i>ob</i>  | cold       | mold       | <i>od</i>  |
| spots        | robin      | colder     | fold       | sod        |
| hot          | robins     | told       | folding    | nodding    |
| hotter       | rob        |            |            |            |

### 5. Words related to the words *us*, *up*.

| <i>us</i> | <i>up</i> | <i>um</i> | <i>un</i>  | <i>ut</i>   |
|-----------|-----------|-----------|------------|-------------|
| must      | upon      | sum       | sun        | but         |
| just      | supper    | summer    | fun        | hut         |
| dust      | cup       | hum       | funny      | nut         |
| dusts     | cups      | summers   | run        | nuts        |
| dust-pan  | suppose   | humming   | runs       | nutting     |
| dusty     | pup       | chum      | running    | butter      |
| thus      | puppy     | plum      | runners    | buttercup   |
| thrust    | puppies   | plums     | gun        | buttercups  |
|           | upper     | drum      | guns       | butterfly   |
| <i>ug</i> | upset     | drums     | bun        | butterflies |
| bug       | upsetting | drummer   | buns       | cut         |
| bugs      | teacup    | stump     | bunny      | butt        |
| buggy     |           | jump      | bunting    | butts       |
| dug       |           | jumps     | under      | button      |
| tug       |           | jumping   | understand | mutton      |
| hug       |           | plump     | underneath | walnut      |
| ugly      |           | thump     | hunt       | Dutch       |

## WORD LIST

| <i>ub</i> | <i>ud</i> | <i>um</i> | <i>un</i>        | <i>ul</i> |
|-----------|-----------|-----------|------------------|-----------|
| rub       | mud       | thumped   | hunts            | flutter   |
| tub       | muddy     | crumpled  | hungry           | shut      |
|           | bud       | pump      | spun             | shuts     |
|           | buds      | pumps     | thunder          | crutch    |
|           | puddles   | bump      | thundered        |           |
|           | suddenly  | bumped    | hung             |           |
|           |           | clump     | sunshine         |           |
|           |           | tumble    | sunlight         |           |
|           |           | tumbles   | sunny            |           |
|           |           | tumbling  | sunning          |           |
|           |           | tumbler   | sunbeam          |           |
|           |           | tumblers  | sunbeams         |           |
|           |           | tumbled   | hunter           |           |
|           |           | humble    | hunting          |           |
|           |           | clumsy    | begun            |           |
|           |           |           | bunch            |           |
|           |           |           | lunch            |           |
|           |           |           | munching         |           |
|           |           |           | cunning          |           |
|           |           |           | grunt            |           |
|           |           |           | until            |           |
|           |           |           | hunt-the-slipper |           |

### 6. Words related to the words *ate*, *ice*, *ape* (introducing final *e*).

| <i>ate</i> | <i>ice</i> | <i>ape</i> | <i>ake</i> | <i>ame</i> |
|------------|------------|------------|------------|------------|
| date       | nice       | apes       | make       | came       |
| dates      | mice       | cape       | makes      | dame       |
| hate       | rice       | capas      | take       | game       |
| late       | price      | caper      | takes      | games      |
| later      | spice      | capers     | taken      | lame       |
| mate       |            | capering   | cake       | name       |
| mates      |            | grape      | lake       | names      |

## HOW TO TEACH PHONICS

| <i>ale</i> | <i>ace</i> | <i>ape</i> | <i>ake</i> | <i>ame</i>  |
|------------|------------|------------|------------|-------------|
| Kate       | face       | grapes     | waked      | named       |
| gate       | faces      | shape      | wakened    | namesake    |
| gates      | race       | shapes     | awake      | same        |
| skate      | races      | shaped     | bake       | tame        |
| skating    | racers     |            | baker      | frame       |
| plate      | pace       | <i>ine</i> | bakes      |             |
| plates     | lace       | fine       | baked      | <i>ane</i>  |
| playmate   | place      | mine       | rake       | cane        |
| playmates  |            | nine       | rakes      | lane        |
| slate      | <i>ade</i> | dine       | raked      | mane        |
| slates     | made       | line       | drake      | crane       |
| climate    | shade      | pine       | shake      | cranes      |
| crate      | shades     | vine       | shakes     | plane       |
| crates     | wade       | shine      | shaking    | planes      |
| grate      | waded      | shines     | flake      | windowpane  |
| grates     | grade      | shined     | flakes     | windowpanes |
| grateful   |            | spine      | snake      |             |
| state      | <i>ave</i> | spines     | brakeman   | <i>ide</i>  |
| states     | gave       | twine      |            | ride        |
|            | save       | whine      | <i>ale</i> | rides       |
| <i>afe</i> | saved      | whined     | pale       | side        |
| safe       | wave       |            | tale       | sidewalk    |
| safely     | waves      | <i>ipe</i> | sale       | hide        |
| safest     | waving     | ripe       | whale      | beside      |
|            | shaven     | ripen      |            | besides     |
| <i>ike</i> | brave      | ripening   | <i>ile</i> | wide        |
| like       | behave     | stripe     | pile       | aside       |
| likes      | behaved    | stripes    | piles      | inside      |
| liked      |            | wipe       | piled      | tide        |
| spike      | <i>ive</i> |            | while      | bride       |
| strike     | drive      | <i>ire</i> | awhile     | pride       |
|            | five       | fire       | stile      | slide       |
| <i>ole</i> | hive       | firefly    | mile       |             |
| hole       |            | fireside   | smile      | <i>oke</i>  |
| pole       | <i>one</i> | hire       | smiles     | choke       |
| poles      | stone      | tired      | smiled     | broke       |

## WORD LIST

| <i>ole</i> | <i>one</i> | <i>mixed</i> |       | <i>oke</i> |
|------------|------------|--------------|-------|------------|
| tadpole    | stones     |              |       | choked     |
|            | bone       | robe         | rode  | joke       |
|            | cone       | rope         | rose  | jokes      |
|            | cones      | ropes        | hope  | woke       |
|            | alone      | close        | home  |            |
|            |            | slope        | nose  |            |
|            |            | life         | those |            |
|            |            |              | time  |            |

7. Words related to the words *eat*, *ear*, *each* (introducing two vowels, first long, second silent).

| <i>eat</i> | <i>ear</i> | <i>each</i> | <i>eak</i> |
|------------|------------|-------------|------------|
| beat       | near       | teach       | weak       |
| beats      | nearly     | teacher     | creak      |
| beaten     | nearest    | teaching    | creaks     |
| beating    | fear       | reach       | creaked    |
| eating     | feared     | reached     | leak       |
| eats       | fears      | beach       | leaking    |
| eaten      | fearless   | peach       | leaked     |
| eater      | hear       | peaches     | beaks      |
| neat       | hears      | preach      | speak      |
| neatly     | hearing    |             | speaks     |
| neatest    | tears      | <i>eam</i>  | speaking   |
| seat       | year       | beam        | squeak     |
| seats      | years      | dream       |            |
| seated     | dear       | dreams      | <i>eas</i> |
| heat       | rear       | dreamed     | east       |
| meat       | reared     | dreamland   | eastern    |
| bleat      | clear      | cream       | Easter     |
| bleated    | cleared    | scream      | easy       |
| wheat      | clears     | stream      | easily     |
| cheat      | shears     | streams     | beast      |
| treat      | spear      | steamer     | beasts     |

## HOW TO TEACH PHONICS

| <i>eat</i> | <i>ear</i>       | <i>eam</i> | <i>eas</i>       |
|------------|------------------|------------|------------------|
| treats     | spears<br>dreary | steamers   | tease<br>pleased |
| <i>ean</i> | <i>eal</i>       | <i>eap</i> | <i>ead</i>       |
| lean       | deal             | heap       | read             |
| mean       | heal             | heaps      | reads            |
| means      | heals            | leap       | reader           |
| meaning    | meal             | leaps      | reading          |
| clean      | meals            | leaped     | leader           |
| cleaned    | zeal             | reap       | leading          |
| bean       | steal            | reaped     | beads            |
| beans      | seal             | reaps      |                  |
| Jean       | seals            |            |                  |
| <i>eav</i> |                  |            |                  |
| leave      |                  |            |                  |
| leaves     |                  |            |                  |
| weave      |                  |            |                  |

### *mixed*

|          |          |
|----------|----------|
| eager    | leafy    |
| eagerly  | leaf     |
| teapot   | leafless |
| beneath  | seashore |
| breathed |          |

8. Words related to the words *oat*, *oak*, *oar* (introducing two vowels, first long, second silent).

| <i>oat</i> | <i>oak</i> | <i>oar</i> | <i>oad</i> |
|------------|------------|------------|------------|
| oats       | oaks       | roar       | load       |
| coat       | soak       | roars      | loads      |
| coats      | soaked     | roaring    | loaded     |
| goat       | croak      | roared     | toad       |
| goats      | croaks     | boar       | road       |
| boat       | cloak      | boards     | roadside   |
| boats      | cloaks     |            |            |



# WORD LIST

## *oat*

throat  
boatman  
float  
floating  
floated  
oatmeal

## *mixed*

loaf  
loaves  
coach  
coachman  
moans

boast  
boasted  
roast  
roasted

## 9. Words related to *end*.

| <i>end</i> | <i>en</i> | <i>et</i> | <i>ed</i> |
|------------|-----------|-----------|-----------|
| ends       | then      | met       | bed       |
| ended      | gently    | pet       | beds      |
| friend     | when      | petted    | Ned       |
| friends    | hen       | wet       | fed       |
| friendly   | hens      | wets      | sled      |
| send       | ten       | wetter    | sleds     |
| sends      | plenty    | wetting   | led       |
| sending    | garden    | get       | sped      |
| wend       | open      | gets      | bedside   |
| mend       | opens     | getting   | bedtime   |
| mends      | den       | letter    | bedroom   |
| tend       | men       | letters   | Fred      |
| tends      | bench     | better    | red       |
| tender     | scent     | set       | red den   |
| tended     | penny     | sets      | red hot   |
| attend     | kennel    | setter    | shed      |
| attended   | sent      | let       | sheds     |
| bend       | Ben's     | lets      |           |
| bends      | tent      | yet       |           |
| bending    | tents     | net       |           |
| intend     | gentle    | settle    |           |

# HOW TO TEACH PHONICS

| <i>end</i> | <i>en</i> | <i>et</i> |
|------------|-----------|-----------|
| lend       | gentleman | kettle    |
| spend      | pen       |           |
| spends     | pens      |           |
|            | bent      |           |
|            | drenched  |           |
|            | spent     |           |
|            | went      |           |
|            | cents     |           |

|       | <i>mixed</i> |        |
|-------|--------------|--------|
| hem   |              | step   |
| stem  |              | steps  |
| stems |              | beg    |
| them  |              | leg    |
|       |              | beggar |

## Part II

10. Words having *ee* with long sound of *e*.
11. Words having *oo* with long sound.
12. Words with long *a* sound represented by *ay* and *ai*.

| <i>ee</i> |          | <i>oo</i> | <i>ay</i> | <i>ai</i> |
|-----------|----------|-----------|-----------|-----------|
| see       | beet     | hoop      | bay       | ail       |
| sees      | beets    | hoops     | bays      | ails      |
| keep      | beetle   | goose     | say       | pail      |
| keeps     | peeks    | loose     | saying    | pails     |
| keeping   | tree     | moon      | sayings   | sail      |
| meet      | trees    | coop      | day       | sails     |
| meeting   | tree-top | cool      | today     | sailed    |
| seed      | asleep   | cooling   | may       | sailing   |
| seeds     | sheep    | pool      | way       | tail      |
| seedling  | sleep    | roof      | ways      | hail      |
| seen      | sleeping | room      | away      | hailed    |

# WORD LIST

| <i>ee</i> |            | <i>oo</i> | <i>ay</i>  | <i>' ai</i> |
|-----------|------------|-----------|------------|-------------|
| feel      | cheese     | rooms     | always     | nail        |
| feelings  | creep      | rooster   | hay        | nails       |
| feelers   | creeps     | tool      | haystack   | fail        |
| feed      | creeping   | tools     | haycock    | rails       |
| feeds     | geese      | toot      | lay        | rail        |
| feeding   | green      | cooper    | ray        | railing     |
| feedings  | greens     | coopers   | May        | sailboats   |
| feet      | greenhouse | boot      | gay        | frail       |
| bee       | steel      | droop     | pay        | trail       |
| bees      | queen      | droops    | daytime    | tailors     |
| wee       | screeched  | drooping  | jay        | praise      |
| deep      | sheets     | drooped   | yesterday  | praised     |
| deeper    | speed      | shoot     | Sunday     | train       |
| need      | sweet      | shoots    | anyway     | grain       |
| needed    | sweetly    | broom     | play       | grains      |
| needs     | sweets     | brooms    | plays      | paint       |
| peep      | sweeter    | stoop     | played     | paints      |
| peeps     | wheel      | stoops    | playing    | painted     |
| peeped    | wheels     | choose    | playful    | painter     |
| peeping   | cheer      | bloom     | player     | plain       |
| deer      | cheerful   | bloomed   | playplace  | plainly     |
| free      | cheek      | papoose   | playthings | rain        |
| glee      | cheeks     | smooth    | stray      | rains       |
| heel      | bleed      | spoon     | tray       | raining     |
| heels     | bleeding   | spoons    | gray       | chain       |
| peel      | between    | whoop     | stay       | chained     |
| weed      | street     |           | stays      | vain        |
| weeds     | teeth      |           | staying    | faint       |
| week      | creek      |           | stayed     | main        |
| weeks     | steep      |           | slay       | pain        |
| seem      | steeple    |           | pray       | rainbow     |
| seems     | sleepy     |           | bray       | raindrops   |
| seemed    | sweep      |           | brays      | dainty      |
| beef      | sweeps     |           | braying    | gaily       |
| seek      | needle     |           | brayed     | wait        |
| weep      | steed      |           | sway       | waits       |

# HOW TO TEACH PHONICS

|           |        |           |           |
|-----------|--------|-----------|-----------|
| <i>ee</i> |        | <i>ay</i> | <i>ai</i> |
| meets     | indeed | swaying   | waiting   |
|           |        |           | waited    |
|           |        |           | waiter    |
|           |        |           | laid      |
|           |        |           | maid      |
|           |        |           | aid       |

## 13. Words where vowel is affected by *r*.

|           |             |                 |            |
|-----------|-------------|-----------------|------------|
| <i>ar</i> | <i>er</i>   | <i>or</i>       | <i>ur</i>  |
| jar       | after       | core            | burn       |
| jars      | sister      | more            | burns      |
| jarred    | paper       | before          | burned     |
| hard      | better      | wore            | burning    |
| hardly    | letter      | sore            | turn       |
| harness   | winter      | seashore        | turns      |
| harvest   |             | store           | turned     |
| far       | <i>ir</i>   | stores          | turning    |
| farther   | bird        | stored          | churn      |
| farthest  | birdies     | storekeeper     | turnip     |
| darting   | ricebird    | tore            | turnips    |
| larger    | catbird     | score           | fur        |
| garden    | blackbirds  | bore            | furry      |
| marbles   | seabird     | ashore          | hurt       |
| marble    | hummingbird | morn            | burst      |
| party     | girl        | morning         | curtsy     |
| cart      | girls       | corn            | turtle     |
| farm      | birthday    | cornpopper      | curled     |
| farms     | thirteen    | worn            | purse      |
| farmer    | fir         | horn            | surprise   |
| farmers   | sir         | horns           | curds      |
| sharp     | stir        | corner          | lurkey     |
| arm       | third       | corners         | turkey     |
| arms      | dirty       | morning-glories |            |
| car       | first       | born            | <i>air</i> |
| cars      |             | forlorn         | bair       |
| part      |             | Horner          | hairs      |

## WORD LIST

| <i>ar</i> | <i>are</i> | <i>or</i> | <i>air</i> |
|-----------|------------|-----------|------------|
| parts     | bare       | torn      | fair       |
| park      | care       | acorn     | fairest    |
| dark      | cares      | acorns    | fairy      |
| darkness  | dare       | cord      | fairies    |
| Carlo     | careful    | cords     | unfairly   |
| barn      | carefully  | horse     | pair       |
| barns     | fare       | horses    | pairs      |
| barnyard  | rare       | north     | chair      |
| alarm     | scared     | short     | chairs     |
| star      |            | forget    | stairs     |
| stars     |            | horsecar  | upstairs   |
| starfish  |            | organ     |            |
| march     |            | pork      |            |
| marched   |            | sport     |            |
| marching  |            | storm     |            |
| lark      |            | form      |            |
| spark     |            | forms     |            |
| sparks    |            | forty     |            |
| started   |            | fort      |            |
| market    |            | forts     |            |
| mark      |            | forks     |            |
| charm     |            | fork      |            |
| bar       |            | porch     |            |
| bark      |            | orchards  |            |
| harm      |            | orchard   |            |
| hark      |            |           |            |
| yarn      |            |           |            |
| yard      |            |           |            |

### 14. Words related to *ash*.

| <i>ash</i> | <i>ish</i> |
|------------|------------|
| dash       | wish       |
| dashed     | wished     |
| crash      | fish       |
| flash      | fished     |
| hash       | fishing    |

## HOW TO TEACH PHONICS

*ash*  
sash  
splash

*ish*  
fishes  
fisher  
fisherman  
dish  
dishes  
finished  
peevish

15. Words having short vowels with *ck*.

16. Words ending in *ng*.

| <i>ack</i>   | <i>ick</i> | <i>ock</i> | <i>ing</i> | <i>ang</i> |
|--------------|------------|------------|------------|------------|
| back         | chick      | cock       | going      | sang       |
| backs        | chicks     | lock       | doing      | bang       |
| Jack         | chicken    | locks      | seeing     | bangs      |
| pack         | chickens   | locket     | wing       | hang       |
| rack         | sick       | lockets    | wings      | hangs      |
| sack         | sicken     | pocket     | ring       | hanging    |
| sacks        | sickness   | pockets    | rings      | rang       |
| tack         | pick       | rock       | ringing    | clang      |
| tacks        | picking    | rocks      | sing       |            |
| black        | stick      | rock-a-bye | sings      | <i>ong</i> |
| black-smith  | sticking   | tock       | singing    | song       |
| blackboard   | tick       | dock       | singer     | songs      |
| tracks       | ticks      | rocked     | king       | seasons    |
| track        | ticked     | rocker     | kings      | long       |
| crack        | wicked     | rocking-   | dingdong   | longer     |
| cracked      | wick       | horse      | spring     | longed     |
| crackled     | pick       | shock      | springs    | strong     |
| Jack-on-a-   | picks      | clock      | springtime | stronger   |
| stick        | picked     | clocks     | thing      |            |
| quack        | quick      | block      | things     | <i>ung</i> |
| backward     | quickly    | blocks     | bring      | sung       |
| firecrackers | prick      | stockings  | brings     | lungs      |
|              | pricked    | crock      | something  | hung       |
|              | thick      | flock      | swinging   | stung      |

## WORD LIST

| <i>eck</i> | <i>ick</i> | <i>ock</i> | <i>ing</i> |
|------------|------------|------------|------------|
| beck       | thicket    | stock      | sting      |
| neck       | tickets    |            | anything   |
| peck       | ticktock   | <i>uck</i> | ring-tag   |
| beckon     | click      | duck       | string     |
| freckle    | clicked    | ducks      | strings    |
| speckle    | Dick       | luck       | bringing   |
| necklace   | dickery    | cluck      | cling      |
| necktie    | kick       | clucker    | clinging   |
|            | kicked     | clucked    | finger     |
|            | licked     | struck     | fingers    |
|            | licking    | stuck      | lingered   |
|            | Nick's     | chuck      | tingled    |
|            | nickle     | chuckles   | racing     |
|            | pickles    |            | leaving    |
|            | brick      |            | riding     |
|            | trick      |            | making     |
|            |            |            | smiling    |
|            |            |            | baking     |
|            |            |            | dining     |

17. Words with the diphthongs *ow* and *ou*.

18. Words with *ow* sounded long *o*.

19. Words with diphthong *ew*.

| <i>ow</i> | <i>ou</i> | <i>ow</i> | <i>ew</i> |
|-----------|-----------|-----------|-----------|
| now       | out       | blow      | new       |
| cow       | about     | blows     | news      |
| cows      | outside   | blowing   | grew      |
| down      | stout     | show      | blew      |
| bow-wow   | outer     | shows     | threw     |
| how       | pout      | showed    | dew       |
| bow       | scout     | showcase  | dews      |
| anyhow    | scouts    | showman   | drew      |
| brow      | shout     | grow      | new-mown  |
| drown     | shouts    | growing   | flew      |

## HOW TO TEACH PHONICS

| <i>ow</i>  | <i>ou</i>   | <i>ow</i> | <i>ow</i> |
|------------|-------------|-----------|-----------|
| drowned    | spout       | grows     | mew       |
| flower     | our         | crow      | chew      |
| flowers    | flour       | crows     | newspaper |
| gown       | hour        | crowed    |           |
| brown      | scour       | throw     |           |
| town       | scours      | throws    |           |
| frowned    | sour        | throwing  |           |
| frowns     | mouth       | bowl      |           |
| crown      | mouths      | bowls     |           |
| crowns     | south       | flow      |           |
| crowned    | found       | flows     |           |
| drowzes    | ground      | flowing   |           |
| shower     | round       | grown     |           |
| showers    | around      | row       |           |
| showery    | wound       | rows      |           |
| crowd      | sound       | rowed     |           |
| crowded    | bound       | rowing    |           |
| down       | bounding    | rowboat   |           |
| downstairs | mound       | mow       |           |
| downy      | pound       | mows      |           |
| flowerbud  | rounded     | mowing    |           |
| fowl       | bough       | glow      |           |
| fowls      | boughs      | low       |           |
| owl        | house       | sow       |           |
| owls       | houses      | snow      |           |
| growl      | loud        | slow      |           |
| growls     | louder      | slowly    |           |
| growled    | cloud       | below     |           |
| howl       | proud       | blown     |           |
| howled     | housekeeper | flown     |           |
| Mayflower  | mouse       |           |           |
| powder     | ounce       |           |           |
| power      | thousand    |           |           |
| powerful   |             |           |           |
| prowling   |             |           |           |



## WORD LIST

20. Words with diphthong *oy*, *oi*.

21. Words with *oo*, short.

22. Words with silent *k*, *w*

| <i>oy</i> | <i>oi</i> | <i>ook</i> | <i>k</i> | <i>w</i> |
|-----------|-----------|------------|----------|----------|
| joy       | boil      | look       | know     | write    |
| enjoy     | boiling   | looks      | known    | wrong    |
| boy       | boiled    | looked     | knee     |          |
| toy       | toiled    | looking    | knit     |          |
| toys      | toil      | took       | knits    |          |
| Roy       | toils     | book       | knitting |          |
|           | toiling   | books      | knife    |          |
|           | toilers   | cook       | knock    |          |
|           | soil      | cooks      | knocks   |          |
|           |           | cooked     | knocked  |          |
|           |           | cooky      |          |          |
|           |           | hook       |          |          |
|           |           | nook       |          |          |
|           |           | brook      |          |          |
|           |           | brooks     |          |          |
|           |           | shook      |          |          |

23. Words with other letter groups commonly found useful.

| <i>ight</i> | <i>atch</i> | <i>ank</i> | <i>y, long</i> | <i>ind</i> | <i>aw</i> |
|-------------|-------------|------------|----------------|------------|-----------|
| light       | catch       | bank       | sky            | find       | saw       |
| lights      | catches     | rank       | why            | finding    | saws      |
| lighting    | hatch       | ranks      | cry            | kind       | claws     |
| lightened   | hatched     | sank       | crying         | kindly     | draw      |
| night       | latch       | thank      | fly            | kinds      | draws     |
| nights      | patch       | thanks     | flying         | kindness   | drawing   |
| lighthouse  | match       | blank      | try            | behind     | thaw      |
| right       | scratch     | blankets   | sly            | mind       | thaws     |
| might       | scratched   | drank      | dry            | wind       | thawing   |
| mighty      |             | plank      | thy            | winds      | crawl     |

## HOW TO TEACH PHONICS

| <i>ight</i> | <i>ank</i> | <i>ind</i> | <i>aw</i> |
|-------------|------------|------------|-----------|
| nightcap    | prank      | grind      | crawled   |
| nightgown   | pranks     | grinds     | crawling  |
| tight       |            | hind       | dawn      |
| tightly     | <i>ink</i> | unkindness | raw       |
| sight       | pink       | blind      | seesaw    |
| tonight     | pinks      | sinking    | hawk      |
| delight     | tinkling   | think      | paw       |
| fight       | drink      | thinks     | paws      |
| goodnight   | drinks     | thinking   | caw       |
| bright      | drinking   | twinkle    | caws      |
| brightly    | blink      | brink      | squaw     |
| fright      | blinks     | bob-o-link |           |
| frighten    | blinked    | nests      |           |
| frightened  |            | west       |           |
|             |            | vest       |           |
|             |            | resting    |           |
|             |            | rested     |           |
|             |            | chestnut   |           |
|             |            | chestnuts  |           |

### 24. Longer words that are useful as units.

| <i>other</i> | <i>you</i> | <i>ever</i> | <i>where</i> | <i>come</i> |
|--------------|------------|-------------|--------------|-------------|
| others       | your       | never       | anywhere     | coming      |
| mother       | you've     | every       | nowhere      | become      |
| mothers      | yourself   | everywhere  | wherever     | becomes     |
| brother      | yours      | everything  |              |             |
| brothers     |            | evergreen   |              | <i>some</i> |
| another      |            | however     |              | something   |
| another's    |            | whatever    |              | sometime    |
| grandmother  |            | whenever    |              | sometimes   |
| grandmothers |            |             |              | someone     |
|              |            |             |              | somewhere   |

# HOW TO TEACH PHONICS

## *Part III*

### 25. List for drill on *ex*.

|             |             |            |            |
|-------------|-------------|------------|------------|
| exact       | expend      | example    | excited    |
| exactly     | exercise    | excavation | excitement |
| except      | excellent   | exchange   | exclaim    |
| expect      | examine     | excite     | excuse     |
| expects     | examination | exciting   | exhibit    |
| expecting   | extra       | express    | exhibition |
| expected    | excel       | extend     | exit       |
| expense     | explain     | extension  | explode    |
| explanation |             |            |            |

### 26. List of words illustrative of words that may be used in the Game of Discovery.

|                |                      |                  |
|----------------|----------------------|------------------|
| carpenter      | housekeeper          | Jack-in-a-box    |
| cracker-jack   | grasshopper          | ice-cream-soda   |
| soda-pop       | flower-basket        | greenhouse       |
| flower-garden  | shoemaker            | shoeblacking     |
| dish-pan       | dish-cloth           | Bunny Cottontail |
| caterpillar    | crimson Rambler      | tea-party        |
| poplar tree    | humming-bird         | bluejay          |
| woodpecker     | red-winged-blackbird | bob-o-link       |
| flicker        | grackle              | goldfinch        |
| redstart       | dressmaker           | dressmaking      |
| housecleaning  | carpet-beater        | popcorn-ball     |
| airplane       | propeller            | track-meet       |
| Fair Grounds   | Jack-o-Lantern       | pumpkin pie      |
| checker-board  | looking-glass        | wood-pile        |
| May basket     | mill                 | windmill         |
| merry-go-round | percolator           | percolate        |
| permission     | persimmon            | premium          |
| refrigerator   |                      |                  |



# OUTLINE

## I. GENERAL SURVEY OF THE SUBJECT

|                                                        |    |
|--------------------------------------------------------|----|
| 1. Purposes of Phonics . . . . .                       | 1  |
| a. Organization of the book . . . . .                  | 1  |
| b. Amount of training recommended . . . . .            | 2  |
| c. Relation of Phonics to thought-getting . . . . .    | 2  |
| d. Phonics as a means, not as an end . . . . .         | 3  |
| e. Summary . . . . .                                   | 4  |
| 2. The Need for Teaching Phonics . . . . .             | 4  |
| a. Children do analyze . . . . .                       | 5  |
| b. Children must analyze . . . . .                     | 6  |
| c. Some phonic training is essential . . . . .         | 6  |
| 3. Definition of Terms . . . . .                       | 9  |
| 4. Subject-Matter for Drill . . . . .                  | 11 |
| a. Study consonants first . . . . .                    | 11 |
| b. Drill on isolated vowels is not necessary . . . . . | 12 |
| c. Drill on "families" important . . . . .             | 12 |
| d. Words for drill should be interesting . . . . .     | 15 |
| 5. Preparation of Materials . . . . .                  | 16 |
| a. The teacher should have a printing set . . . . .    | 16 |
| b. Preparation of cards . . . . .                      | 16 |

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|                                       |    |
|---------------------------------------|----|
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| 2. Formal phonic training . . . . .   | 19 |
| 3. First lessons . . . . .            | 20 |
| 4. First formal analysis . . . . .    | 22 |

## OUTLINE

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| (1) For individual work . . . . .                                       | 23 |
| (2) For group or coöperative work . . .                                 | 23 |
| 5. Presentation of other consonants . . .                               | 24 |
| 6. Reasons for beginning with the sounds of the<br>consonants . . . . . | 25 |
| 7. Use of word phonograms . . . . .                                     | 27 |
| 8. Compound phonograms . . . . .                                        | 28 |
| a. Give <i>ing</i> first . . . . .                                      | 28 |
| b. Order determined by need . . . . .                                   | 29 |
| c. Double consonants, initial and final . . .                           | 30 |
| 9. Give variety in the type of phonogram pre-<br>sented . . . . .       | 31 |
| 10. Groups of lists for drill . . . . .                                 | 32 |
| 11. Drill for giving confidence to the children . .                     | 32 |
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| 13. Mother Goose rhymes as a basis for phonics .                        | 35 |

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| 2. Base work on previous training . . . . .                          | 39 |
| 3. New elements to be presented . . . . .                            | 40 |
| 4. The alphabet should be learned . . . . .                          | 42 |
| 5. The use of rules in phonics . . . . .                             | 42 |
| 6. Developing the rule . . . . .                                     | 43 |
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|                                                |    |
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## OUTLINE

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| 4. More advanced word analysis should be given                                             | 51 |
| 5. Give practice in discovery of more difficult words . . . . .                            | 51 |
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